

Fourth number of the  
Eight School Sections  
of 1910.

No. 5 will appear  
next Sunday.

# The Times-Dispatch

## School Section

RICHMOND, VA., SUNDAY, JULY 31, 1910.

Articles by distin-  
guished educators and  
advertisements of fa-  
mous institutions of  
learning.

### UNIVERSITY SUMMER SCHOOL HAS HAD MARVELOUS GROWTH

During Present Session 1,350  
Students in Attend-  
ance.

122 COURSES OFFERED

Twenty-four States Are Repre-  
sented Among Members  
Enrolled.

BY DR. BRUCE R. PAYNE.  
The University of Virginia Summer  
School, as at present organized, is the  
direct outgrowth of the Summer School  
of Methods as conducted so ably by  
superintendent Glass, of Lynchburg,  
in Charlottesville and in various other  
cities of the State for fifteen or twenty  
years.

The steady growth of the summer  
school since the university assumed  
control of it four years ago has been  
one of the pleasing features of the ad-  
ministrative life of the University dur-  
ing recent years. This growth has  
been shown by the increase in the  
number of students, the increase in  
the number of instructors, and the  
increase in the number of well pre-  
pared students taking advantage of  
the summer course of instruction.

The attendance during the summer  
preceding the university's control  
amounted to something over 250. In  
1907 there were 504 students regis-  
tered; in 1908 there were 908; in 1909  
there were 1,144. There are 1,350 in  
the present session.

There were thirty-two instructors  
in the session of 1907. There were  
forty-three in 1908, and forty-five in  
1909. There are sixty-two in the pre-  
sent session. These are all highly  
trained and experienced teachers. All  
of them have had college training; at  
least thirty-two of the men hold mas-  
ter's or doctor's degrees.

122 Courses Offered.  
In 1907 there were sixty-three  
courses offered; in 1908 there were  
ninety-four; in 1909, 101 courses were  
provided, while in 1910 there are pro-  
vided 122 courses of instruction. Many  
of these are of university grade, while  
others are provided for the training of  
teachers, and still others for college  
preparatory students who lack one or  
two subjects in their prepara-  
tion to meet the entrance require-  
ments of the university.

The summer school is conducted pri-  
marily for teachers and students in  
high schools, academies and colleges.  
It takes as its peculiar province, not  
the ordinary summer institute, nor the  
more popular and inspirational summer  
school, but the solid and substan-  
tial training of high school teachers,  
college students, college students.  
Because the course of instruction in  
high schools are not clearly defined,  
but merge into the grammar grades  
below and into the lower college  
classes above, the high school teacher  
needs a strategic center around  
which to build up instruction, the em-  
phasis of which is upon subject mat-  
ter. The justification of such a summer  
school for high school teachers is  
the unusual activity in the South just  
now in behalf of secondary education.  
The large number of high school and  
college teachers attending the summer  
school is an additional proof of the  
need of such a school.

The distribution of enrollment is one  
of the striking features each session.  
There are twenty-four States repre-  
sented and ninety-four of the hundred  
counties of Virginia. It is notable  
also that while the University Summer  
School has grown rapidly of its own  
strength and by its own inherent vir-  
tues, it has not grown at the expense  
of the various normal schools held in  
different parts of the State, estab-  
lished by Superintendent Eggleston  
some years ago. It bids for and re-  
ceives its patronage from those teach-  
ers who are working for professional  
certificates and from high school  
teachers. Because of the superior re-  
sources at its command, the University  
Summer School has been designated by  
the State as the only summer school  
to award the professional certificate,  
which is the State's most important  
teaching certificate.

Adjustment of Courses.  
In reading the catalog one can  
not fail to be impressed with the ad-  
justment of courses of study with  
present needs of education in the  
South. This is especially noteworthy  
in the case of such subjects as agri-  
culture, cooking, manual training and  
drawing. There are 250 students tak-  
ing agriculture at present. When one  
stops to think that this number is  
probably greater than the total num-  
ber of students pursuing that subject  
in any five agricultural and mechan-  
ical colleges of the South it can be  
seen what the summer school is con-  
tributing to the teaching of agricul-  
ture. There are about 150 people  
taking cooking and sewing; probably  
200 taking manual training, and 500  
taking drawing. Besides these indus-  
trial subjects, it is probably true that  
no summer school in the country has  
more men of full professional rank-  
ing offering subjects of academic  
grade. By these means students are  
able to make up time lost in the win-  
ter session of any college in the  
country, and college professors are  
able to increase their knowledge of  
their specialties.

In addition to its function as a  
teaching body, the Summer School has  
owed to its obligations to society as a  
whole. There are held at the Summer  
School during the year various  
meetings and conferences bearing  
upon social, economic and reli-  
gious problems of the day, with the  
hope that through the teachers, the  
press and the public a definite con-  
tribution will be made toward the  
solving of those problems vexing  
present-day society. Each summer there  
are a series of addresses on Sunday  
school problems and religious educa-  
tion on the prevention of disease, on  
improved agriculture, etc. The most  
important of these conferences is the  
rural life conference. Speakers are  
brought from various parts of the  
country to address the public and  
teachers assembled upon such ques-  
tions as good roads, improved farming,  
household sanitation, etc. These ad-  
dresses are printed and distributed  
(Continued on Second Page.)



BRUCE R. PAYNE,  
Director of the University Summer School.

### THE AUTOBIOGRAPHY OF A COUNTRY SCHOOLTEACHER

BY H. GARD, OF INDIANA.

[From the World's Work.]

I began teaching when I was only  
seventeen going on eighteen. I then  
knew as much about making the idea  
shoot as Ramezes II. knew about elec-  
tricity and the incandescent light. The  
place was the Old Reservoir School-  
house, in Clay county, Ind. The Old  
Reservoir was a swampy tract of  
several thousand acres, frequently  
overflowed by the back waters from  
Eel River. The good seasons found  
the families as extravagant as pigs in  
clover, and the bad seasons came  
often enough to keep them as poor  
as Job's turkey. It was American  
raw stock right up to the brim. Not  
one of my pupils has been heard from  
in the world, so it may be taken for  
granted that my teaching in that  
nook of the woods failed to give a  
single child the Lincoln urge to press  
forward and to achieve.

Many of the patrons thought that I  
was too young to teach school, and I  
they were right about it. Mrs. Jack-  
son said I wasn't nearly as smart as  
her Johnny. Johnny wanted to go to  
school the winter, but his mother  
said that she would not let him come  
to that little sawnny Gard kid, so  
she sent him to the adjoining district.  
That gave my pupils the idea that  
I was quite small, for he was a little  
lump. Jackson spoke as one with authority.  
Whatever I taught the boys and girls  
was taken under advisement, and bits  
of it were discussed at home.

One of the problems in arithmetic  
contained a reference to the Leaning  
Tower of Pisa. Charlie Moss couldn't  
do any figuring to speak of, so got  
to wondering what the Tower was.  
He asked me. It took me about ten  
minutes to explain, and then we had  
to hurry to get through with the  
lesson, because we had a regular out-  
dried program in a little corner of  
the classroom. The next morning I  
received a note from one of the  
patrons, in which she told me that  
that evening, like a fool, I thought  
that my honor was at stake, so I  
would write out the answers and give  
them to Johnny's little brother. The  
first few days made 100 per cent,  
but one day he asked me where the  
territory of the Seminole Indians was  
previous to the Revolutionary War, I  
got tangled up in my latitude and  
longitude, and dumped the Seminoles  
into the Pacific Ocean. He compared  
my answer with the answer in his  
question book—and he had me on the  
blink. The green parents and the  
greener teacher gave the boys and  
girls the inside track, and they  
enjoyed the fun. We all looked on  
education as the dry, lifeless conning  
of facts.

The cut-and-dried course of studies  
laid down by the State authorities en-  
courages such a belief. The course  
prescribes that certain parts of a  
subject must be covered within a  
certain time. If you do not cover that  
the pupils will fail in their examina-  
tions. If any number of them should  
fail it argues conclusively that you  
are poor truck as a teacher. During  
this period you must cover common  
fractions; next period, decimals; the  
next, definite numbers, and so on.  
It sounds all right on paper; it looks  
like a summer day, with its babbling

brooks, birds, and flowers when you  
see it outlined by the instructor in  
the teachers' institute; but when you  
come to feed it to a class of boys and  
girls varying as the ears of corn in  
size and quality, you are about as  
undecided what to do as when your  
mother catches you stealing sugar.  
You hold back on the lines for some,  
tease the others with a whip, and  
wholesome acquaintances; for college

(Continued on Second Page.)

### COLLEGE TRAINING FOR COUNTRY GIRL

What Higher Education Means  
to Her in Increased Efficiency  
and Added Enjoyment.

PLEA FOR RURAL MAIDEN

Her Training Will Brighten the  
Home Life and Benefit  
the Community.

In the Progressive Farmer of recent  
date Miss Minnie C. Middleton has a  
very strong article on "College Train-  
ing for the Country Girl." It is ad-  
dressed, of course, to the fathers, the  
educators and the people generally of  
North Carolina, but her conclusive ar-  
gument in favor of the higher educa-  
tion of the country girl is applica-  
ble to any other Southern State. Miss  
Middleton writes:

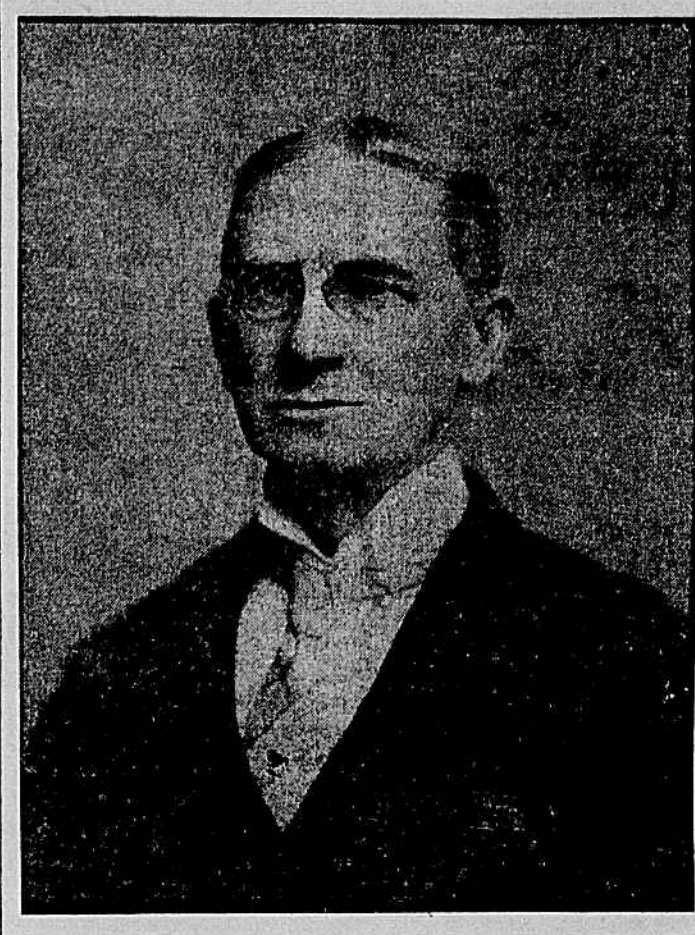
In many a country home in the  
South, where money is none too plen-  
tiful and help necessary, the ques-  
tion of a college education for the  
daughter of the house is quite a prob-  
lem. Though there are many homes  
where the entire family is making  
great sacrifices to this end, there are  
many more asleep to the possibilities  
of a broadened and strengthened char-  
acter which college training helps to  
develop. They do not realize that just  
as improved machinery lightens the  
toil of everyday labor for the farmer,  
college work teaches his daughter to  
meet her daily tasks about the home  
with common sense and wide-awake  
intelligence.

Many hesitate to send their girls to  
school because they know nothing of  
the curriculum offered. "Well," they  
say, "I guess learning the piano and  
how to speak French is not going to  
help Molly and Jane to make better  
biscuits. They can learn such things  
as that here at home, and languages  
and science will soon be forgotten." And  
yet a postal card or a two-cent  
stamp would obtain all the catalogues  
and information that they will need  
to discover that, after all, books are  
not the greatest factors in school  
training, but that the many lectures,  
concerts and social features offered  
lay a firm basis for further training  
in the world itself.

The farmer often argues that his  
daughter has no special talents, and  
that her sphere of activity lies at  
home—what then does a college educa-  
tion mean for the country girl who  
simply intends remaining at home?  
Knowledge Gives Added Possibilities  
of Enjoyment.

In her own life it means a wealth  
of resource before undreamed of, a  
formation of valuable friendships and  
wholesome acquaintances; for college

### PLEA FOR THE "FITTING SCHOOLS" OF THE GOOD OLD-FASHIONED TYPE



W. GORDON McCABE.

days, of all times, present broad op-  
portunities for meeting congenial peo-  
ple in large numbers. A college educa-  
tion also means to the farm girl an  
added appreciation for the beauties  
around her own home—and surely in  
our own Southland there should not  
be a single young woman whose heart  
does not beat more rapidly at a  
glimpse of the longleaf pine or the na-  
tive maple, sturdy and homelike; who  
does not meet the humdrum of every-  
day routine, whether turning or  
sweeping or dusting, with a glad heart  
because her study of poetry and art  
history have heightened her love of  
bird songs and God's great out-  
doors.

Moreover the collegebred girl has

nearly always learned the great pos-  
sibilities of enjoyment and knowledge  
in good books and current magazines.  
In music—even in tasks which the  
world has called for many years  
"household drudgery," for the science  
of domestic economy is fast spreading  
over our country, the true message and  
spirit of home-making, of home-keep-  
ing, which the broad-minded people who  
are dependent on gossip and frivolous  
chit-chat to while the lonely hours away.  
Life holds a deeper meaning for her.  
By constant companionship with cul-  
tured and broad-minded people who  
have enjoyed many advantages of  
study and travel, the old sharp cor-  
ners of narrowness are rubbed off, and  
in their place the roundness of genuine  
common sense and intelligence ap-  
pears.

The days are no longer tiresome be-  
cause there is not a constant round of  
amusements and social gatherings,  
while in many cities are fast increas-  
ing the number of young people who  
are incapable of enjoying a quiet hour  
of thought and solitude. Should the  
country girl not more deeply appre-  
ciate the deep stillness of summer nights,  
the beauty of rain and moonlight and  
the freshness of "the waking hour of  
dawn," because Wordsworth, Stevenson  
and other writers have expressed  
in beautiful words her own hidden  
ideas? Should she not listen more  
keenly to the trilling of the South's  
own sweet singer, the mocking-bird,  
because she can compare his notes with  
the voice of some great musician whom  
she has heard at school? And yet how  
many girls in the country are not  
keenly alive to the joyful notes which  
the commonplace duties sing to them,  
simply because they have not been  
trained under an experienced musician  
to the life's mysteries.

The College Girl Should Be a Better  
Housekeeper.

But the world will estimate the  
efficiency of college training chiefly by  
the influence of improvement and true  
service which the graduate renders  
in her own home and community. The  
home people, if they are practical, will  
not be apt to test the college daugh-  
ter's ability to write well and speak  
modern languages with ease. Naturally  
they will be interested in these things,  
but if from her training in chemistry,  
home economics and physiology she be  
able to prepare food in the proper way,  
to meet sickness and accidents with a  
cool head, to add the indefinable touch  
of simplicity and artistic harmony  
which comes unconsciously from asso-  
ciation with copies of great art, will  
not home be more pleasant and com-  
fortable because of her presence?

What the College Girl Can Do for Her  
Neighborhood.

The home community, too, has a per-  
fect right to demand much from the  
college girl; in the church and social  
life as well as in general improve-  
ment. The college girl should be willing  
to play an important part, not as a leader  
alone, but as a practical, experienced  
helper. The Young Woman's Christian  
Associations which are now holding a  
large place in the student life of Amer-  
ica, are meant to train Christian work-  
ers and leaders for the church at home.  
Every part of the association work is  
thoroughly organized so that the  
young woman is forced to realize the  
value of definite plans and execution.  
In this way she not only gains a deeper  
spiritual attitude herself, but also many  
practical suggestions and methods for  
the leaders of missionary and charita-  
ble societies at home. Into these, as  
well as into the social relations of the  
church, she will nearly always bring  
a large fund of experience in such  
affairs, and the ability to interest  
others by her enthusiasm. If she can  
help to make social evenings mean a  
wholesome, helpful companionship  
rather than time spent in silly frivolity,  
she has done much toward raising the  
standard of ideals in her neighborhood.  
Furthermore, the School Bettement  
Associations which are being organ-  
ized in so many parts of the South  
need helpers with original ideas and  
common sense enough to develop and  
execute them. There is scarcely a col-  
lege graduate who has not had some  
part in decorating society halls or

Long Time Before Public Schools  
Will Be Able to Take  
Their Place.

GREAT SPHERE FOR BOTH

Impossible to Do Highest Grade  
of Work in Overcrowded  
Classes.

BY W. GORDON McCABE, M. A., LL. D.,  
Long Head Master of McCabe's School.  
(Republished by Request.)

You have done me the honor to  
ask my opinion touching the educa-  
tional needs in the South. I trust it  
is not impertinent for me to say  
my few words with the statement that  
for six and thirty years I was head  
master of one of the largest "fitting  
schools" in the South, and that for  
eight years I was chairman of the  
committee on schools and courses of  
instruction in the University of Vir-  
ginia while serving on the board of  
visitors of that institution.

During that long time I was in  
correspondence with the leading head  
masters of the schools in this coun-  
try, and visited their schools, as well  
as the most famous schools abroad.  
The matter of education has always  
possessed an intense and vital interest  
to me, and were I once started on my  
hobby and elaborated my "views"  
(with a capital V)—as St. John says,  
"if they should be written every one  
I suppose that even the Sunday edi-  
tion of The Times-Dispatch" itself  
could not contain the books that  
should be written."

I shall, therefore, confine myself  
to one point.  
My conviction is strong that one of  
the greatest needs to-day in our pre-  
sent educational system is the estab-  
lishment and generous support on the  
part of our Southern people of first-  
class private schools—schools of the  
type of "Concord Academy," "Hanover  
Academy," "Hampton Academy" and  
other "university schools"—where  
boys were not only thoroughly taught  
what was in the books, but had in-  
stilled into them, as being far more  
important than anything which  
soever, the paramount lessons of the  
"conduct of life"—where they lived  
in an atmosphere of absolute truth-  
fulness, manliness, courage and an  
abiding sense of duty to God and  
man.

It is idle to talk of this nobility of  
all "education" (in the true sense of  
the word) in our public schools with  
their crowded classes drawn from "all  
sorts and conditions of men." The  
Superintendent of Public In-  
struction in this State, Mr. Joseph Eg-  
gleston, is a fine man, a gentleman in  
the highest sense of that much-abused  
term, and has done much toward  
improving the methods and raising  
the standard of instruction in our  
public schools. But were he ten times  
as accomplished as he is, he could  
not do much in the direction of what  
I have spoken. That must be left to  
the individual teacher, and the indi-  
vidual teacher must have time to  
study the character of his pupils,  
which he does not have in these  
crowded schools.

Of course, there will be a storm of  
protest against this statement, chiefly  
from those who have never given five  
minutes' thought to the subject. They  
say, "The teacher is a noble profession."  
People who are ambitious for public  
office are all afraid to breathe a word  
of criticism against the public schools.  
There is no to-day in this State a  
political "leader" (I who would utter  
in public any criticism of them, no  
matter what their shortcomings.  
This is the type of "leader" (I)  
who is always bragging about "the  
increase in civilization and education"  
in what his kind calls "the New  
South," and who listen, as if one had  
inquired of an oracle of God, to the  
educational manderings of the "Miss  
Nannies" of the "New York Evening  
Post."

Emerson talked much "trans-  
cendental" nonsense, but he said one  
fine thing, if none other: "The true  
test of civilization and education is  
not the size of the cities, nor the crops—  
no, but the kind of men the coun-  
try turns out."

There's the root of the matter on  
one side, while on the other, S. J. Smith  
wrapped up the true aim of  
education in an immortal epigram:  
"Education is not to inform the mind,  
but to form it."  
Take Emerson's "true test"—con-  
sider the public men that this Com-  
monwealth "turned out": one hundred,  
seventy-five, fifty years ago as re-  
gards personal and civic virtues, their  
real greatness of soul, the sense of  
antique patriotism, their single-minded  
devotion to duty—consider and com-  
pare!

The public schools "have come to  
stay," and no doubt to do excellent work  
in various localities. But there is a  
hysteria about them—a blatant as-  
sertion as to their superiority to the  
private high schools that is not only  
absurd, but to a man who has been  
craft, nauseating. It is just the same  
sort of unthinking hysteria that in  
public affairs proclaims William Jen-  
nings Bryan a statesman and an econ-  
omic sage.

I have never been an enemy of the  
public schools. For the masses, they  
constitute their only chance for what  
is called "getting an education." I  
want more and more of it. I want  
more and more of it.  
But it will be long before they can  
become first-class "fitting schools," up  
to the mark of those of the noble  
old type, which are gradually disap-  
pearing one by one, as well-to-do peo-  
ple, too stingy to pay tuition fees,  
send their children to the public  
schools, and try to cover up their  
stinginess by brazenly declaring that  
they "consider the public schools su-  
perior."

It will, indeed, be a sad day for  
the wealth of this State, when that type  
of private high school, preparatory  
to the University of Virginia, Yale,  
Harvard, West Point and Annapolis,  
is swept away by the shabby tide of  
"Progress" and along with it its per-  
sistent lesson, in school and out of  
school, that a delicate sense of per-  
sonal honor, absolute truthfulness and  
manly courage (physical and moral)

### Alphabetical List of Schools and Colleges

A compilation of leading institutions of learning in Virginia, West Virginia, North  
Carolina, South Carolina, Tennessee, Maryland, Pennsylvania and the District of Co-  
lumbia, comprehensively described and illustrated, showing location, scope, equip-  
ment, attractions, rates, etc., in this

### Fourth of Eight Numbers of the 5th Annual School Section of The Times-Dispatch

Art School of Richmond.....	Richmond, Va.	Oak Ridge Institute.....	Oak Ridge, N. C.
Alderson Academy.....	Alderson, W. Va.	Peabody Conservatory of Music.....	Baltimore, Md.
Abrahamson Business College.....	Philadelphia, Pa.	Presbyterian College for Wo- men.....	Charlotte, N. C.
Augusta Military Academy.....	Fort Defiance, Va.	Powhatan College.....	Charles Town, W. Va.
Alleghany Collegiate Institute.....	Alderson, W. Va.	Piedmont College.....	Lynchburg, Va.
Berwick School.....	Wytheville, Va.	Randolph-Macon Institute.....	Danville, Va.
Bridgewater College.....	Bridgewater, Va.	Randolph-Macon Academy.....	Bedford City, Va.
Bingham School.....	Asheville, N. C.	Randolph-Macon Academy.....	Front Royal, Va.
Blackstone Female Institute.....	Blackstone, Va.	Randolph-Macon College.....	Ashland, Va.
Bowling Green Seminary.....	Bowling Green, Va.	Randolph-Macon Women's College.....	Lynchburg, Va.
Chatham Episcopal Inst.....	Chatham, Va.	Richmond College.....	Richmond, Va.
Cluster Springs Academy.....	Cluster Springs, Va.	Ronanoke Institute.....	Danville, Va.
Columbia College.....	Columbia, S. C.	Richmond Cons. of Music.....	Richmond, Va.
Co-operative College.....	Bedford City, Va.	Ronanoke College.....	Salem, Va.
Country School for Boys.....	Baltimore, Md.	Richmond Academy.....	Richmond, Va.
Carson & Newman College.....	Jefferson City, Tenn.	Richmond Training School for Kindergartners.....	Richmond, Va.
Dunsmore Business College.....	Staunton, Va.	State Normal School.....	Harrisonburg, Va.
Danville School.....	Danville, Va.	Southern Female College.....	Petersburg, Va.
Dublin Institute.....	Dublin, Va.	Southern Seminary.....	Buena Vista, Va.
Daleville College.....	Daleville, Va.	State Normal School.....	Farmville, Va.
Danville Commercial College.....	Danville, Va.	Stonewall Jackson Institute.....	Abingdon, Va.
Davis-Wagner Business College.....	Norfolk, Va.	Shenandoah Collegiate Inst.....	Dayton, Va.
Episcopal High School.....	Alexandria, Va.	Shenandoah Valley Academy.....	Winchester, Va.
Eastern College.....	Richmond, Va.	Shenandoah College.....	Reliance, Va.
Miss Ellet's School for Girls.....	Richmond, Va.	Smithfield Business College.....	Richmond, Va.
Elizabeth College.....	Charlotte, N. C.	Stanton Military Academy.....	Staunton, Va.
Fauquier Institute.....	Warrenton, Va.	Sweet Briar College.....	Sweet Briar, Va.
Front Royal College.....	Front Royal, Va.	Southside Female Inst.....	Chase City, Va.
Fredericksburg College.....	Fredericksburg, Va.	Stuart Hall.....	Staunton, Va.
* Franklin Nor. & Indus. Ins.....	Franklin, Va.	St. Anne's Episcopal School for Girls.....	Charlottesville, Va.
Fork Union Academy.....	Fork Union, Va.	Sullivan's College and Conserva- tory of Music.....	Bristol, Va.
Fishburne Military Academy.....	Waynesboro, Va.	Southern Presbyterian College.....	Red Springs, N. C.
Greensboro Female College.....	Greensboro, N. C.	Stateville Female College.....	Statesville, N. C.
Greenbrier Presbyterian School.....	Lewisburg, W. Va.	Trinity College.....	Durham, N. C.
Gunston Hall.....	Washington, D. C.	Mrs. Thurston's School of Ex- pression.....	Richmond, Va.
Gloucester Academy.....	Gloucester, C. H. Va.	U. S. Col. of Veterinary Sur.....	Washington, D. C.
Hollins Institute.....	Hollins, Va.	University of Virginia.....	Charlottesville, Va.
* Hampton Normal and Indus- trial School.....	Hampton, Va.	University College of Med.....	Richmond, Va.
Hornier Military Academy.....	Oxford, N. C.	Virginia Military Institute.....	Lexington, Va.
Hampden-Sidney College.....	Hampden-Sidney, Va.	Virginia Christian College.....	Lynchburg, Va.
* Ingleside Seminary.....	Burkeville, Va.	Virginia Institute.....	Bristol, Va.
King College.....	Bristol, Tenn.	Virginia Commercial and Short- land College.....	Lynchburg, Va.
Kleinberg Female School.....	Schuyler, Va.	Virginia Polytechnic Institute.....	Blacksburg, Va.
Lewisburg Seminary and Con- servatory of Music.....	Lewisburg, W. Va.	Wash. and Lee University.....	Lexington, Va.
* Manassas Indus. School for Colored Youths.....	Manassas, Va.	William and Mary College.....	Williamsburg, Va.
Mary Baldwin Seminary.....	Staunton, Va.	Woman's College.....	Richmond, Va.
Massanutten Academy.....	Woodstock, Va.	Warrenton High School.....	Warrenton, N. C.
Medical College of Virginia.....	Richmond, Va.		
Miss Morris's School.....	Richmond, Va.		
McGuire's School.....	Richmond, Va.		
Madison Hall.....	Washington, D. C.		
Martha Washington College.....	Abingdon, Va.		
Mercersburg Academy.....	Mercersburg, Pa.		

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(Continued on Last Page.)

(Continued on Last Page.)